

LAKE MURRAY ELEMENTARY

1531 Three Dog Road
Chapin, SC 29036

GRADES K-5 Elementary School

ENROLLMENT 643 Students

PRINCIPAL Claire D. Thompson 803-732-8151

SUPERINTENDENT Dr. Dennis O. McMahon 803-732-8000

BOARD CHAIR Cindy Sweigart 803-781-6358

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

14

Good

0

Average

0

Below Average

0

Unsatisfactory

0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

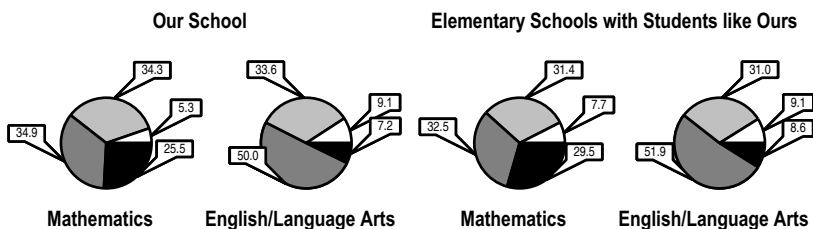
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

	Definition of Critical Terms
	Advanced Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient Well prepared to work at next grade level; met expectations
	Basic Met standards; minimally prepared, can go to next grade level
	Below Basic Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	35	108	66
Percent satisfied with learning environment	97.1%	93.5%	95.3%
Percent satisfied with social and physical environment	100.0%	93.5%	85.5%
Percent satisfied with home-school relations	100.0%	93.5%	95.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	328	99.7	9.1	33.6	50.0	7.2	57.2	17.6
Gender								
Male	192	99.5	13.4	37.4	42.8	6.4	49.2	17.6
Female	136	100.0	3.1	28.2	60.3	8.4	68.7	17.6
Racial/Ethnic Group								
White	309	99.7	8.0	32.7	51.7	7.7	59.3	17.6
African-American	12	100.0	36.4	45.5	18.2	N/A	18.2	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	266	100.0	3.9	34.6	53.7	7.8	61.5	17.6
Disabled	62	98.4	31.1	29.5	34.4	4.9	39.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	328	99.7	9.1	33.6	50.0	7.2	57.2	17.6
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	324	99.7	8.1	33.2	51.3	7.4	58.7	17.6
Socio-Economic Status								
Subsidized meals	32	96.9	32.1	39.3	25.0	3.6	28.6	17.6
Full-pay meals	296	100.0	6.9	33.1	52.4	7.6	60.0	17.6

Mathematics								
All students	328	100.0	5.3	34.3	34.9	25.5	60.4	15.5
Gender								
Male	192	100.0	5.3	35.8	32.1	26.7	58.8	15.5
Female	136	100.0	5.3	32.1	38.9	23.7	62.6	15.5
Racial/Ethnic Group								
White	309	100.0	4.0	33.3	35.7	27.0	62.7	15.5
African-American	12	100.0	36.4	45.5	18.2	N/A	18.2	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	266	100.0	2.7	33.1	36.2	28.0	64.2	15.5
Disabled	62	100.0	16.4	39.3	29.5	14.8	44.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	328	100.0	5.3	34.3	34.9	25.5	60.4	15.5
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	324	100.0	4.8	33.5	35.8	25.8	61.6	15.5
Socio-Economic Status								
Subsidized meals	32	100.0	21.4	60.7	7.1	10.7	17.9	15.5
Full-pay meals	296	100.0	3.8	31.7	37.6	26.9	64.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	71	N/A	5.6	26.8	64.8	2.8	67.6
	Grade 4	91	N/A	7.7	27.5	60.4	4.4	64.8
	Grade 5	79	N/A	6.3	50.6	39.2	3.8	43.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	109	100.0	5.7	27.4	57.5	9.4	67.0
	Grade 4	106	99.1	9.9	29.7	50.5	9.9	60.4
	Grade 5	113	100.0	11.7	43.2	42.3	2.7	45.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	71	N/A	4.2	33.8	31.0	31.0	62.0
	Grade 4	91	N/A	8.8	15.4	41.8	34.1	75.8
	Grade 5	79	N/A	10.1	49.4	21.5	19.0	40.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	109	100.0	4.7	38.7	38.7	17.9	56.6
	Grade 4	106	100.0	5.0	26.7	26.7	41.6	68.3
	Grade 5	113	100.0	6.3	36.9	38.7	18.0	56.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 643)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.2%	Down from 2.3%	1.2%	2.4%
Attendance rate	96.3%	Down from 97.1%	96.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	44.5%	Up from 43.1%	44.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.6%	Down from 5.0%	5.2%	8.0%
Older than usual for grade	N/A	N/A	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 50)				
Teachers with advanced degrees	56.0%	Down from 61.8%	56.1%	50.0%
Continuing contract teachers	78.0%	Down from 91.2%	90.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.7%	Down from 91.2%	88.5%	86.2%
Teacher attendance rate	95.4%	Up from 94.9%	95.7%	95.3%
Average teacher salary	\$40,083	Down 3.6%	\$41,292	\$39,909
Prof. development days/teacher	11.0 days	Up from 8.1 days	10.3 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio	20.4 to 1	Up from 15.5 to 1	20.9 to 1	18.9 to 1
Prime instructional time	90.8%	Down from 91.0%	91.5%	89.7%
Dollars spent per pupil*	\$6,460	Up 5.4%	\$5,494	\$5,892
Percent spent on teacher salaries*	63.4%	Up from 63.0%	70.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lake Murray Elementary (LMES) is committed to academic success for all students. Our mission is to help students "develop into lifelong learners prepared to embrace challenges and changes by ensuring a multi-faceted curriculum, instilling respect for self and others, and nurturing positive relationships with the communities that extend beyond the classroom."

Students at LMES are challenged to achieve at high levels. Teachers design instruction to meet student needs. Many students participate in academic assistance programs, resource programs for students with special needs, and programs for the gifted and talented. Various assessment tools help identify student strengths, weaknesses, and progress during the year. In 2002-2003 a math content model for selected high achieving fifth graders challenged students to accelerate in the area of mathematics.

Highlights from the 2002 Annual School Report Card show that:
LMES received an "Excellent" on the absolute rating and a "Good" on the improvement rating;
93.4% of students tested met standard in English/Language Arts on PACT;
92.1% of students tested met standard in Math on PACT;
Similar results are expected for the 2003 PACT.

Lake Murray Elementary is committed to helping students become responsible community members. Students participate in many service projects where they help others. Agencies receiving support are the Lowman Home; Ronald McDonald House; Pets, Inc.; and We Care. Students are able to contribute to the school community by participating in school jobs and mentoring of younger students. Students are encouraged to follow school rules and be responsible for their choices. This year discipline referrals and suspensions were reduced.

Many school activities involve families and community members. Special activities such as Movie Nights, Fall Festival, Spring Carnival, PTO dinners and performances, Writing and Science Project Nights, New Student Orientations, Open House, Curriculum Nights, and Family Sharing help families feel welcome at school. In 2002-2003 Lake Murray Elementary grew by 193 students who were new to the area, rezoned, or relocated from programs formerly located at another district school.

At LMES, staff and students are dedicated to excellence in academic achievement and service to others. The support of parents and community contribute to the quality of the educational experiences for all our students.

Claire Thompson, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.